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| **NC Essential Standards** | | | | |
| **Key Areas of Focus for Social Studies** | | | | |
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Community** | **Understanding Diverse Cultures** | **Change over Time: People and Events** | **Economic Choices** | **Environment** |
| **# of Weeks** | **# of Weeks** | **# of Weeks** | **# of Weeks** | **# of Weeks** |
| **1.C&G.1**  1.C&G.1.1  1.C&G1.2  1.C&G.1.3 | **1.C.1**  1.C.1.1  1.C.1.2 | **1.H.1**  1.H.1.1  1.H.1.2  1.H.1.3  **1.G.1**  1.G.1.1  1.G.1.2  1.G.1.3 | **1.E.1**  1.E.1.1  1.E.1.2  1.E.1.3 | **1.G.2**  1.G.2.1  1.G.2.2  1.G.2.3 |
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| **Document Key** | | | | |
| **Unit Topic** | | | | |
| **Number of Weeks per Unit** | | | | |
| **Focus Standards for Each Unit**  **G=Geography and Environmental Literacy, C&G=Civics and Government, H=History, C=Culture, E=Economics and Financial Literacy** | | | | |

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| **NC Essential Standards for Social Studies** |
| **History**  **1.H.1 Understand that history tells a story of how people and events changed society over time.**   * 1.H.1.1 Explain how and why neighborhoods and communities change over time. * 1.H.1.2 Explain the importance of folklore and celebrations and their impact on local communities. * 1.H.1.3 Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King Jr., Memorial Day, President’s Day, etc.).   **Geography and Environmental Literacy**  **1.G.1 Use geographical representations, terms, and technologies to process information from a spatial perspective.**   * 1.G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water. * 1.G.1.2 Give examples showing the location of places (homes, classroom, school, and community). * 1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).   **1.G.2 Understand how humans and the environment interact within the local community.**   * 1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.). * 1.G.2.2 Explain how people use natural resources in the community. * 1.G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).   **Economics and Financial Literacy**  **1.E.1 Understand basic economic concepts.**   * 1.E.1.1 Summarize the various ways in which people earn and use money for goods and services. * 1.E.1.2 Identify examples of goods and services in the home, school, and community. * 1.E.1.3 Explain how supply and demand affects the choices families and communities make.   **Civics and Government**  **1.C&G.1 Understand the importance of rules.**   * 1.C&G.1.1 Explain why rules are needed in the home, school, and community. * 1.C&G.1.2 Classify the roles of authority figures in the home, school, and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.). * 1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms, and communities.   **Culture**  **1.C.1 Understand the diversity of people in the local community.**   * 1.C.1.1 Compare the languages, traditions, and holidays of various cultures. * 1.C.1.2 Use literature to help people understand diverse cultures. |